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AND EDUCATIONAL NEWS.

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1876.

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Waiting and Watching for Me.

(SUNG BY MR. SAKKET.)

When my final farewell to the world I have said,
And gladly lie down to my rest;
When softly the watcher shall say, "He is dead,"
And fold my pale hands o'er my breast;
And, when, with my glorified vision at last,
The walls of that City I see,
Will any one then at the beautiful gate
Be waiting and watching for me?

There are little ones glancing about in my path,
In want of a friend and a guide;
There are dear little eyes looking up into mine
Whose tears might be easily dried,
But Jesus may beckon the children away
In the midst of their grief and their glee,
Will any of them at the beautiful gate
Be waiting and watching for me?

There are old and forsaken who linger awhile,
In homes which their dearest have left
And a few gentle words or an action of love
May cheer their sad spirits bereft;
But the Reaper is near to the long standing-cane,
The weary will soon be set free,
Will any of them at the beautiful gate
Be waiting and watching for me?

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SAMUEL W. SETON.

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fighful way, the mysteries of the blackboard, the slate, the card, the book, their whole souls went out to him with a rush of gladness and deep interest.

Mr. SETON had no claims or pretensions to profound scholarship. He very seldom extended his official visits to the upper Departments or higher classes of the Public Schools except for the purpose of gathering statistics of attendance, absence, register and school records. His native element was among the Primaries. There he was "to the manner born." There, and when surrounded by groups of bright, intelligent, innocent little faces, he was "sole king of rocky Cumberland." There he would intermingle his simple lessons with most wonderful tales of foreign travel, adventure and romance, derived from the rich stores of his own personal experience in early youth. There he would teach them to chant or sing in concert the beautiful little ballads and songs, with which his memory was imbued: arrange for them varieties of graceful games—flower shows—children's dialogues and recitations: and in every way render his presence among them an unalloyed fountain of pleasure and delight. No alternations of weather—no attractions of the great metropolis, with which he had been familiar from infancy—no weariness physical or mental—could keep him a single day from the schools: and it was only within the last fifteen or twenty years of his life that he would avail himself of any other means of locomotion than such as nature and her Creator had furnished him. Often have I been with him when the exhausted energies of his system, plunged him into a profound and childlike slumber, even in the midst of his official exercises: nor on emerging from such refreshing and involuntary slumber, did he seem to be at all conscious of any interruption to his work—but took up the threads where he had left them and went on—"faint, yet pursuing." No man it seemed to me ever understood the peculiar nature, requirements, wants, dispositions and tempers—even the idiosyncrasies of children, as he did. He was himself throughout his life, a simple, pure, unadulterated child,—without guile or dissimulation. Deprived even temporarily of their innocent converse and companionship, his spirit drooped, and died within him; his heart saddened and mourned for the "old familiar faces," he so loved to look upon. "Solitary and alone" he sat among his books—wrote out his instructive and invaluable reports—brooded over his eventful experiences of the past—held sweet converse with his faithful and imbecile body servant, whom he had rescued in a semi-idiotic condition from the gutters—and the moment the medical embargo was taken off, rushed enthusiastically to his dearly loved schools, and the sweet innocent faces and gambols of his little ones. "Of such" he had early learned from his Saviour's lessons of grace was the "Kingdom of heaven." "Their angels always beheld the face of his Father in heaven." Better that a "Mill stone

should be fastened about his neck, and he be plunged into the midst of the sea," than that he should, in thought, word, or deed, "offend one of these little ones."

And so his pure and innocent life, glided smoothly and placidly away: and when he lay down in death, troops after troops, of these his fondly loved little ones cast their garlands of flowers and immortelles over his wasted frame. Never will his revered image ever pass from their living memories! Ever will they cherish the recollection of his familiar presence among them in the bright morning of their young lives. How elevated, how purifying, how strengthening is the memory and the example of such a life—so long protracted—so free from guile—so devoted to all kindly affections, purposes, and objects—so uniform in its even tenor, so unambitious of aught but purity, innocence, benevolence and philanthropy! The transition of such a beautiful spirit from earth to heaven, might even seem a mere *apothecosis*—the divesting of the garments of mortality, for the spotless, spiritual, glorified robes of eternity!

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The speaker did not think highly of self confidence which always implies self-conceit. Self-forgetfulness is a quality highly commended. The self-forgetting young lady is the one who attracts our attention and wins our admiration. Regard for others produces self-denying. Self-denial leads us to labor for the good of others.

THE FIRST IS INDUSTRY. Industry is the basis of all happiness. It is a mistaken idea that idleness is rest, there is nothing more fatiguing than idleness. Activity is the natural rest of our lives.

Send out a child on a bright, clear morning, his whole being is full of life and activity. Cut off his power to move, and time, sunlight, and the pure air of heaven become a burden.

THE SECOND CHARACTERISTIC IS ORDER. Activity needs to be guarded and guided. It must be put on the rail, and the track must be well laid. There is much truth in the homely familiar expression, "a straw shows which way the wind blows." The speaker could tell an orderly person by the looks of her dress, by the condition of her room, by the room, by the state of her bureau, or the opposite, her slovenly habits.

The speaker illustrated his ideas of order and his observations on disorder in a manner

both impressive and humorous. He had not a very high estimate of those noted ignoramus whose great excellence consists in confusion.

THE THIRD CHARACTERISTIC IS SELF-CONTROL. We are a bundle of savage passions. We want this and we want that, and are very much disconcerted if we do not obtain what we want. We are inclined to extremes; we have our own wishes gratified, no matter what the consequences. These traits of character, these qualities of mind and heart must be chastened by wisdom, discretion and culture. It is not well to be raised on the tiptoe of anticipated pleasure, nor to be sunk into the waves of despondency. If we have historical tendencies, we must cure them: we must cultivate equilibrium.

A FOURTH IS STRENGTH OF MIND. Here he did wish to be misunderstood, for it is a question on which he differed from many at the present time.

(a.) He was not an advocate of that so-called strength of mind which leads her to feel that she should think and act in the same directions as a man. Woman is different from man in many respects, and, therefore, any thing that would mark out for them the same sphere must be erroneous. Dr. Crosby did not enlarge upon this point, for he had given his views more in detail in a previous course, where he gave historically the position of woman among the Greeks, Hebrews and nations of mediæval Europe. We have taken the liberty to make a short extract which will give his ideas on the sphere of woman as dictated by the laws of human nature.

"There have been three theories on this subject:—

First, "that the sexes differ widely from each other;

Second, that they differ very little from each other;

A third, that the sexes have likenesses with differences.

The last theory is the true one, for man and woman form no exceptions to the universal law of variety which obtains in all the works of God. If we consider mankind as composed of body, mind and spirit, three conclusions may be drawn.

(1.) In *body*, woman is smaller and weaker than man;

(2.) In *mind* she is *quicker* but not so profound;

(3.) In *spirit* she is *equal*, and probably superior to man.

Such fundamental differences as these, sufficiently mark out the sphere of woman in a general way. They indicate a wide field, (a wider one than man has) for her, first in the domain of *home*, in the formation of her own character, and that of her family and friends. Her field too, is that of philanthropy and education. Here her influence is greater than that of man. Woman, too, has a wide sphere in those mental activities which are assisted by the imagination, such as architecture,

sculpture, painting, music and poetry. While these and many other pursuits are open to her, it is equally plain, that she should not resort to the *stage* nor the *pulpit*, to the *lecture platform*, to *law*, nor to military life as avenues in which to exert her mighty influence. It is a want of that sound principal which enables them to do just what they agree.

THE FIFTH CHARACTERISTIC IS TRUTH. The severest penalty is inflicted on persistent liars. The person who habitually deceives others, deceives himself and in the end believes his own falsehoods. The speaker condemned in strong terms the deceptions used in fashionable society which seeks to make right wrong; and wrong right. That practice which shows you delight to see a person when in your heart you regret having met her.

THE SIXTH AND LAST CHARACTERISTIC IS SEVERITY. The speaker had no sympathy with the outside severity so commonly met with. It is no part of moral character. But there is a severity of the heart. We can have the iron hand in the velvet glove. We can be *firm yet gentle*. The judge on the bench may be tender and sympathetic while

father could resist such an appeal? Through the influence of that appeal the father was led to consecrate himself to the service of God, and has put up the largest structure in the United States for the education of young ladies. During all the coming ages the effect of that child's influence will be felt, not only on the minds of those educated in that institution, but upon those over whom they exert an influence, to the end of time.

Much has been said and written of late about Woman's sphere. The speaker "was bold to assert," and every sensible, well educated lady will sustain the assertion, that home is the sphere of women, no matter what philosophers say about it, all the philosophy in the universe can never change the divine arrangement. *Home she should know all about*, from basement to attic, not merely control the dwelling, she must be the *fountain and source of sweetness and attraction* at home; and sisters must imitate her virtues.

Young men must go where they are abused all day, and when they come at night to a home full of sympathy and sweetness of a mother's love, there is no temptation to seek comfort and consolation at the house of the stranger.

Letters.

In order to allay any dissatisfaction that may exist among teachers elsewhere, and give them an opportunity of comparing their situations, labors, trials, and difficulties with those of other localities, I propose in this to give you a brief sketch of the situation in this, my own locality.

I write from the vicinity of Lexington, Kentucky, the boasted metropolis of the blue grass region. We have in the county, forty district or common schools. About one half of which are kept in session for ten months in the year, the rest from five to eight months. The state school fund is not surpassed by any other state in the Union, but we have no law compelling any local district fund to supplement it. The schools are organized and taught on almost as many plans as there are districts in the county, and some of them on no plan at all. The salary of teachers ranges from thirty to two hundred dollars a month; they are regulated by no system, but are governed by the wealth of the patrons, the advancement of the pupils' the experience and capacity of the teachers.

It seems to be an object with the school of-

I knew a teacher with his family of eight persons to live on bread and water for three months, and at the same time, had a school of over fifty pupils. This was a case where there had been protracted sickness in his family. He had gotten in arrears, and creditors were grasping for their money.

Then again in Kentucky, as in all other states we have dead teachers. I sometimes fear, that in our common schools, they are in the majority. You will not think strange of this when I state that in Fayette County Lexington included, where we have forty schools, there are only ten professional teachers found in them. The others are taught by young Preachers, Medical, Law, College and Bible students, who resort to teaching as an expedient to get means for prosecuting their studies. To speak more plainly, our common schools are used as stepping stones, to help young men into other professions. The teachers are not sufficiently interested in their business to prepare themselves for their work, by becoming acquainted with its technicalities consequently most of their schools are poorly taught.

Parents never visit their schools, except on gala days, and at exhibitions. They form

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OUR CHEERFUL SONG.

WILLIAM AUGUSTINE

1. Sing we now our cheer-ful song, Bright with youth-ful feel-ing; Soon the years will
2. Youth and beau-ty haste a-way, Fleet-ing, daz-zling treas-ure; Sick-ness, pain, and

speed a-long, Health and vig-or steal-ing. Days and months re-fuse to wait; He who plucks his
sor-row stay; Wings a-lone hath pleas-ure. Who can prom-ise we shall sing, Once a-gain in

flow'rs too late, Soon, a-las! will meet his fate; There's no balm for heal-ing.
fes-tive ring, And our voic-es sweet-ly bring, Songs of joy-ous meas-ure.

The above song is from SILVER CAROLS, published by W. W. Whitney, Toledo, Ohio.

he pronounces the penalty of the law, strength of character makes no one harsh, on the contrary it will make you tender and sympathetic. In the development of character.

We must use the appointment God puts, every day, within our reach. We must not only use these opportunities to build up *ourselves*, but we must seek opportunities to *benefit others*. We are an electrical battery ready charged. We must communicate the shakes to others. You should not think because you are young you have nothing to do, that you can have no influence.

A little boy five years old was taken ill. He was an only child. Remedies were unavailing. The best medical skill was baffled. "It was evident that he must go. His father and mother were heart broken. In a feeble voice he asked his father to put his ear down that he might speak to him. The father, who was not a christian, bent over his dying child, and the little boy whispered in his ear. "Dear Papa, do you take Jesus to be your Savior;" as the words died upon his lips the little one ceased to breathe. What

A feminine man and a masculine woman are objects deserving the hatred they generally get. It is disgusting to a refined taste to see a young woman trying to imitate a man in her manner and speech.

Young ladies should not use the young man's salutation towards each other. Man is a rough piece of furniture, and his manner does not become those cost in a finer mould. The moment a woman cuts loose from the home centre and rushes into to turmoil of the busy world she degrades her God given destiny.

The speaker condemned in strong terms the practice of ladies taking the stage, to act, sing, preach or lecture. It is utterly *ruinous* to female character. Although these views are not popular with certain classes, the truth of them is corroborated by the history of such persons in their subsequent married lives.

The speaker closed with an eloquent appeal to the young ladies present to seek divine aid in the formation of their characters and consecrate their talents, and their lives to the service of God.

ficers and patrons in some of the districts, to have their schools taught as cheaply as possible. Teachers are sometimes employed by the year, sometimes by the month. Sometimes on a regular salary, but oftener at a specified monthly tuition fee for each pupil, ranging at from two to five dollars.

When a teacher engages a school in the latter way, he may safely calculate to lose about one third of his salary, for the law demands that all the indigent children shall be invited to attend the school whether they pay any tuition or not; then requires the school fund to be prorated among all the pupils attending school in the ratio of their daily attendance. Some parents are too poor to pay any tuition, others, take advantage of this law, when they find any plausible excuse for not liking the teacher, and refuse to pay. Teachers do their own collecting. So you can easily see where the money goes.

Then again, the tuition is not due until the close of the term, and if the teacher has a family, he is often at his wits end for means of supporting them while he is engaged in teaching. In fact in [one extreme instance,

their estimate of the efficiency of both teacher and school from the reports of their children, as the child, which makes any progress, is pleased or displeased with the school so is the parent. The conclusion is that patrons are as dead to school interests as most of the teachers.

They pay little or no attention to them and too often look upon them as convenient places where they can send their children to get rid of them at home. A necessary nuisance.

The schoolrooms are, with a few exceptions, poorly constructed. They have wooden benches made of plank, which are usually marked with hieroglyphics in such a manner as to convey the idea that the pupils were taking lessons in harving. The black-boards would on an average cover about thirty square feet, and there is not a single school in the county furnished with a library, or apparatus of any kind for demonstration. No teacher who has taught in our schoolrooms was ever known to complain of a lack of ventilation. Yet teachers are expected to go into these dens, and in many instances prepare

their pupils to enter college. The truth is we have very few schoolrooms in the state that would not be condemned by any of our fine horsemen, as unfit for stalls.

The officers, who consist of a county commissioner and district trustee, pay almost as little attention to the schools as the parents, except to make the necessary reports, receive and disburse the state fund. The commissioner should, and sometimes does visit the schools; but you can judge of the frequency, when I state that I have taught in the state for over twenty years, and in that time have had the pleasure of receiving four visits from my Commissioners. The Trustee is required by law to visit the school once a month, which he complies with about half the time, spending from five to twenty minutes at a visit.

Thus you see Kentucky, the fine old blue grass state, that so proudly and justly boasts of her pretty women, fast horses and fine cattle, is literally dead as to progress in education. We have dead officers, dead teachers, dead parents, and as a consequence dead pupils. In fact, every thing connected with schools is so dead, that the teacher, who successfully builds up and conducts a good school, may be compared to an ant that has succeeded in carrying a grain of corn up a pyramid of loose sand.

It makes one shudder to think what the result will be to the future intelligence of our masses. When I reflect that God has given these children into the hands of their parents for the sole purpose of having them trained and educated to fill His purposes, and that they will be held strictly accountable for the manner in which they discharge the duty, their indifference, and inactivity fill me with a severity of reprehension that charity, perhaps, would not dictate. What can an all seeing God think of the christianity of a people, who build, and furnish palatial churches every few miles on the highways of their country, for the purpose of spending an hour each week in offering devotion to Him; then build miserable little things near them, too large for chicken coops or pig stys, and too small for stables, and call them school houses. Places of torment, where they send their children day after day, and compel them to sit in agony for six hours and there expect them to be educated, so as to readily accept those divine truths that emanate from the pulpits of their churches. Yet such is the case all over our state, and but few are found in all the broad land to raise their voices against it.

Our great need is, more live, energetic teachers, who will labor at first for small salaries, and assist in waking the people from their slumbers, and in crowding out the non-professional teachers. Such men will always find a welcome, and although it is difficult, they can in a few years build up schools that will repay them. We have a few of that description who have succeeded, with plenty of room for more.

The Schoolmaster Abroad.

It was a lovely winter morning, as stand upon a bluff that overlooked Damariscotta Bay on the coast of Maine, I was pondering upon the bright an sparkling scene stretched out before me.

I had walked some five miles on the road that skirted the margin of the bay, and just was about to quit this path for another leading to the village, when my attention was attracted towards the opposite shore. There appeared to be quite a colony or settlement of huts upon the frozen surface of the bay, and not comprehending it, I at once got upon the ice and proceeded forward to solve the matter. The first hut which was about a half mile from the western shore received my attention.

I entered and found a man sitting on a stool near a little stove and catching smelts. First I thought that he was bobbing for eels, and looking downward through a hole that

had been cut in the ice, I perceived the silly shiners catching at their fate. Here was something to be learned even from this novel but picturesque scene. Almost the instant I entered, two of the pretty little fish were hooked, brought to the surface, and thrown into a basket; as the stranger look at me, I exclaimed, "Heigh Ho, my friend, I hope that I don't intrude."

"Lor bless you, no, I be glad to see ye, visitors always welcome. Come take a hand," observed the fisherman. "There turn that bucket upside down, it will make a seat for ye; draw up close to the hole, and I'll larn ye how to ketch smelts of ye never ketched enny afore now."

"Well sir, surely it is a new lesson, and I shall be glad to have a hand at it," I replied.

While the old man was baiting the hooks, I took the opportunity to cast a glance at the interior of the hut. It was simply made of canvas tacked to four posts, with cross pieces and stringers. Its object being to shelter its occupant from the chilling blasts that swept the frozen surface of the Bay, whilst he was engaged in fishing.

There were more than fifty huts scattered up and down the bay within view.

Although the stove made it comfortable within, still there was not sufficient heat to melt the ice which at that time was about fifteen inches thick.

There was a pole stretched across the hut, and suspended from it were four lines with small hooks attached. Looking down into the water, which was very clear, the fish were perceived approaching the bait. They came in groups or schools, and were caught very rapidly.

"I rather guess you've fished somewhat afore this stranger," ejaculated the old fellow.

"Oh yes, I've caught many a fine mess in my time, of blue, weak, flounders and porgie fish. Had boat of my own, and when work was over, went and caught enough for dinner many a day."

"Why bless my soul how fast they come. How fast they come!" shouted the fisherman.

"How much do you catch in a day," I asked while pulling up the pretty victims.

"Oh, that depends upon good luck; when the wind and tide are right, we mought ketch a barl full, but when things against ye there's jest nothing ketched." But it appears to me everybody is doing pretty well at the present. The Bay were never yet so full as this winter, and I hearn my next door neighbor say, they be ketching a big sight."

"Ah ha! that's a big un you've caught stranger," said the old man whilst leaning over to take my fish from the hook. With a grunt of satisfaction he baited the hook and handing it to me, said, "I fancy you'll alrn your salt to-day. I be glad you are here to help a bit."

"What do you sell them for, and where do you sell them?"

"We send the fish to Boston and we git now twelve cents a pound. We mought average three dollars a day for this week, which I thinks is purty good wages considering. I'm a farmer by pertession, but then there is nothing doing now; and the neighbors for miles around come here every winter jest to make a few dollars; it helps pay the taxes and support the schooling; the children must git their larning, and the Schoolmaster must be looked after some; and I tell ye stranger (said the venerable fisherman as he winked hard at me with his right eye) I tell ye, we hev a mighty good schoolmaster too, right up there in that old red schoolhouse; no better than he in all the kentry round. He kin teach school without licking the young uns to death, as they did when I was a lad. The children all like him and the neighbors would go many a mile to serve him; he's got a good education too and knows how to make the best of his tal-

ents as well as his time among the boys and gals. He hails from Vermont, up thar some-where amongst the Green mountains, that you heern tell of stranger."

So with pleasure, I listened to the old man's harangue about the teacher, and mentally resolved to pay him a visit during the day. I took my leave quietly, and paid a visit to several of the other huts in the vicinity, and found the occupants pretty busy in securing great quantities of the finny tribe. In the afternoon, I went to the red schoolhouse, and entered a moment after the scholars were seated for the noon session. The teacher was a young man about twenty-five years of age of medium height, compactly built, and apparently capable of doing his duty in any capacity either mentally or physically if called upon.

I liked him at the first glance; and if there is such thing as soul reading, I knew him to be a man of ardent friendship and decisive impulses. He took his position before the school, straightened up, brought from his breast pocket a small memorandum book, opened it, and then proceeded to call the Roll. The voice was low but deep toned, indicative of a quiet but firm nature.

"Oliver Shanks," Here. "Belle Mulligan," Here. "Mary Butts," Here. "Caesar Hampton," Here, and thus the roll went on until forty answered to their names, and then the little memoranda book was quietly placed again in the vest pocket.

"Pupils, this afternoon we have with us a visitor from the State of New York, a person who is touring through New England. We are not troubled with many visitors, and 'tis quite a rare thing to have a stranger amongst us. He has visited many schools, and 'tis hoped that he will remain with us during the afternoon."

I promised that I would remain, providing that I should be permitted to work. Accordingly a class was assigned to me, and I had the pleasure to spend three hours in that little old schoolhouse on the banks of Damariscotta Bay, on that bright and cheerful winter's day.

After the close of the school, the master gave me a sketch of his history and experience.

"I came to this school some six months ago; but almost the first words that greeted my ears, were, that I would not remain a month, on account of the turbulent character of the material. The trustees asked me if I could manage bad boys. We've got them here and pretty wild ones, too, said they. I told them I didn't know, but would use my best exertions to govern properly and pleasantly. The first day the school officers remained with me several hours and kept constantly telling the scholars what would be the consequence if they didn't mind the rules. The second day, one of the large boys brought into the schoolroom, a live rat with a string tied to its leg. The animal was let loose, and created a panic at once. The culprit was brought up and severely punished for the offence. No more tricks of that kind were played. So from day to day, I was obliged to measure a strong will against their mischievous propensities, until I became quite master of the situation. My aim and ambition was to render the schoolroom a pleasant place for the pupils. That large grove of chestnut and hickory afforded me an opportunity to do so.

It was in the month of May last when I began my labors here. I bought a long and strong rope and made a swing for the girls younger, and in another place I set up one for the boys. I then arranged seats from rough boards around the trees in the shaded spots, and was happy in seeing my pupils enjoy themselves when out of school. Even the neighbors, came and went, and the young men and their sweethearts spend many a pleasant hour in the early evening there.

On a certain Sunday afternoon, one Abel Strong, a son of the village blacksmith came and wantonly broke up all the seats. He con-

fessed to the act on account of ill feeling towards me. He was a tall overgrown young man, and he had been expelled from school during a former administration. He said he "hated teachers any how, and would like to see me help myself!"

On Monday morning several witnesses among the scholars testified to the malicious acts of Abel Strong.

I then remarked, "that he would have to repay the damages."

The message was brought to his ears, but instead of complying with this act of justice. "Abel promised to flog the schoolmaster as soon as he caught him!"—"Nay he treated to lay in wait near the store on a certain night and drive him from the village!"

I knew that he was a bad fellow and ready to do mischief; for he often used offensive remarks to me as I passed along, and on more than one occasion as I went to the church door. I bore it all patiently, sacrificing my feelings although feeling terribly aggravated.

On the night following in question, I went as usual to the store and the moment I entered, the village bully sprang towards me, and with his odious presence barricaded the way.

Some of the village youth, of the rogher element, were there assembled, and the storekeeper was lazily leaning on the counter indifferently interested.

Something was expected! all eyes were turned towards me, and a glim of delight shone at once on every face as the they beheld Abel's bravado, and the schoolmasters grimness.

The fist of the blacksmith's son was doubled for fight. It was placed menacingly near my face; I pushed passed him when suddenly, I received a stinging blow on my right temple!

Instantly, every latent energy in my whole nature sprang into action, and without a moments reflection, I planted a stroke, delivered with my utmost strength, square into his face: It sent him reeling backward several feet; a torrent of blood followed, and the wretch sprang forward to strike, again but I avoided the blow. I felt that I had a wild animal to contend with, and would be justified in treating him accordingly. Suddenly, I felt myself seized around the body, and the struggle commenced in earnest. He was a powerful young man; but I was active and confident, I doubt, if ever two men fought in determination to conquer.

I knew if I got whipped then and there, I should be obliged to leave the place for my shame sake. No body interfered and we were left to battle hard and fiercely.

I felt that I was weak and could not stand up much longer under the pressure of power and strength that was employed by mine enemy.

It was a moment of supreme trial; How hard I strove to get rid of that powerful hug. If I could only get clear of him again! But fortunately a sack of corn was lying on the floor, no doubt thrown down in the struggle; over that I toppled him, and as quick as panther ever sprang upon its prey, as I placed myself upon the foe, I pinned him down; I pressed him hard to ground; I felt that my hour of triumph had come; my nerves and sinews were like iron; my strength was renewed; his efforts to rise were in vain; I reveled on the victory as I was taken from the body of prostrate, but unconscious braggart! I received my coat and watch from the storekeeper with whom I deposited them before the battle, who quietly remarked, "you are covered with blood; Abel Strong will never trouble you again." I took home my groceries, and was shocked to see the sad plight that I was in, my face was covered with bruises that became revealed after the blood was washed away. My shirt was literally torn to shreds, and my whole body ached for several days afterwards.

I presented myself at school the next morning as usual and apologized to the pupils for my dilapidated appearance, at the same time explaining the cause. I had their sympathy, and of the people too, because Abel Strong had been the terror of the neighborhood. He now gives my school a good berth and you humble servant too for I taught him a lesson he'll never forget."

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The boys of Detroit seem to be going down hill in their morals of late. Sunday one of the legion, who has always been noted for his respectful demeanor toward the great public observed an old citizen yawning and gapping on a street corner, and said to him: "Better not open your mouth too wide." "Why?" was the surprised query. There's a law agin opening a saloon on Sunday!" continued the sinful child as he slid for the middle of the street.—*Exchange.*

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F. S. WINSTON, President,

FOR THE YEAR ENDING DECEMBER 31, 1875.

ANNUITY ACCOUNT.

In force, Jan. 1st, 1875,	No.	AMT. PAY'G.	In force, Jan. 1st, 1876,	No.	AMT. PAY'G.
Issued,	49	\$26,653 00	Terminated,	8	\$27,958 78
	9	4,734 30			9,911 58
	58	\$30,377 30		58	\$30,377 30

INSURANCE ACCOUNT.

In force, Jan. 1st, 1875,	No.	AMOUNT.	In force, Jan. 1st, 1876,	No.	AMOUNT.
New Risks,	9,843	\$31,928,736	Terminated,	8,863	\$305,057,291
	100,756	\$4,905,100			81,778,608
		\$36,833,836		100,756	\$36,833,836

REVENUE ACCOUNT.

To Balance from last account.....	\$88,187,411 81	By paid Death and Endowment Claims, \$4,385,083 29	
" Premiums received.....	15,731,970 49	" " Annuities.....	25,208 60
" Interest and Rents.....	4,608,908 18	" " Dividends.....	8,589,663 67
		" " Surrendered Policies and Ad-	
		ditions.....	4,734,833 79
		" " Commissions (payment of cur-	
		rent and extinguishment of	
		future).....	762,968 09
		" " Expenses and Taxes.....	706,198 11
		Balance to New Account.....	15,414,983 48
	\$89,558,279 96		\$89,558,279 96

BALANCE SHEET.

To Reserve at four per cent.	\$74,167,374 87	By Bonds and Mortgages.	\$60,071,189 91
" Claims by Death, not yet due	652,945 85	" United States and New-York State	
" Premiums paid in advance,	30,179 78	Stocks.	9,004,971 13
" Contingent Guarantee Fund.	250,000 00	" Real Estate.	8,973,655 41
" Undivided Surplus.	8,730,494 51	" Cash in Banks and Trust Com-	
		panies at interest.	3,850,955 78
		" Interest accrued.	1,177,103 25
		" Premiums deferred, quarterly and	
		semi-annual.	1,092,495 41
		" Premiums in transit, principally	
		for December.	111,909 60
		" Balances due by Agents.	10,158 34
	\$78,830,194 71		\$78,830,194 71

From the Undivided Surplus a Dividend will be apportioned to each Policy which shall be in force at its anniversary in 1876.

I have carefully examined the foregoing Statement, and find the same correct.

January 15th, 1876.

ISAAC F. LLOYD, Auditor.

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New York School Journal

AND

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Office, No. 17 Warren St. New York.

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NEW YORK, MAY 20, 1876.

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Special.

All Superintendents, Principals and Teachers will please mail to us the catalogues, circulars or annual reports of their schools.

AGAIN. Those changing residence will please notify us: teachers in the schools of New York and Brooklyn, will please mention the number of school also.

We have a note from the Medical Director of the Centennial Exposition, which gives some interesting statistics as to the healthiness of Philadelphia, especially during the summer months. From these we learn that pains will be taken to maintain the sanitary reputation the city has heretofore held.

WILLIAM OLAND BOURNE, and Prof. George H. Curtis, both identified intensely, by long service with the New York Public Schools, have prepared the "CENTENNIAL SCHOOL SINGER," a handsome book of 128 pages. From an examination of the volume, we are prepared to give it unqualified praise, and to ask the teachers to obtain it, for the help it will be to them in selecting appropriate patriotic musical songs, for the various exercises occurring next month. The book is very neatly and handsomely published, by Biglow & Maine, New York and Chicago.

Drawing Teaches to See.

"Within the past few years, a demand has arisen in nearly all the leading cities of the country for the introduction of the study of drawing into public schools, as a branch of the regular and fundamental course of instruction. This demand is supported by teachers and educationists, as well as by public men generally; all claiming that the study has such important relations to the educational needs of the time, that it should be placed side by side with other fundamental studies, and be taught throughout the whole school course, from the lowest primary classes to the most advanced pupils in the high schools.

"Let us look at some of the considerations which are urged in favor of this study.

"1. *Drawing as Teaching how to See.*—It is very generally conceded that the power of intelligent observations, or of seeing things, has never received proper attention in our schools; yet this is a power capable of wonderful development, and of great practical ap-

plication, and can be made the source of great benefit, as well as of inestimable pleasure, to every person who possesses it. It is rare that we find a person capable of carefully examining an object, and accurately describing it. If any one doubts this statement, let him set some simple object before a group of adult persons, and ask for written descriptions of its form, size, color, &c. A comparison of these descriptions would show that hardly any two persons saw the same features alike; and rarely one, unless trained by drawing, would see the object with any approach to accuracy. Now, this power of intelligent seeing, the possession of a properly trained eye, is, in almost every branch of modern business, essential to success. It is indispensable to the mechanic or artisan who wishes to rise in his business, no matter what branch of industry he may be engaged in. It is equally important to every manufacturer or merchant in order that he may detect good work from bad work. In short the man who can quickly and accurately and intelligently see whatever is placed before him possesses a decided advantage over the one who does not possess this qualification. Now, this power of intelligent seeing is clearly one of educational development. The eye can be as readily trained to see accurately as the muscles of the arm to feats of strength; and drawing is the principal, if not the sole in public schools, which develops this power to any extent. Writing does not do it, because writing deals with a few arbitrary figures. Reading does not do it, because reading has little to do with form, and appeals almost entirely to the imagination. Arithmetic does not aim to any thing of the kind. So that what are generally regarded as the three fundamental studies make no provision whatever for the education of one of the most important faculties which we possess. And, further; of almost equal importance to intelligent seeing, is the power of correctly expressing, or conveying to others, what is seen. This can be done in two ways,—by verbal descriptions, or by drawings. It need only be said that the latter, when well done, is always regarded as the more reliable.

"The training of the eye, then, being one of the important features in public education and drawing being the proper way of expressing what the eye sees, indeed the only sure test of what is seen, we have one very broad reason for teaching drawing in our public schools; and as children should be taught to observe, to compare, and to express their knowledge, from the beginning of their school course, we have here sufficient reason for beginning the study in the primary schools.

J. T. LIGETT.

Kindergarten Department.

FROEBEL;

AMONG the names of the great Reformers of Education, there is one which has not yet received that honor which it deserves, and which which I firmly believe the future will invest it. It is that of Frederick Wilhelm August Froebel. His claims to distinction among educators are, however, now extensively allowed in his native land, as well as in Switzerland, Holland, France, the United States, and partially even in England. These claims are numerous, and of great importance. While many others have labored with greater or less success at the superstructure, of Education, to him belongs the special credit of having earnestly devoted himself to the foundation. While others have taken to the work of Education their own pre-conceived notions of what that work should be, Froebel stands consistently alone in seeking in the nature of the child the laws of educational action—in ascertaining from the child himself how we are to educate him.

Further, Froebel is the first teacher to whom it has occurred to convert what is usually considered the waste steam of childish

activities and energies into the means of fruitful action, to utilize what has hitherto been looked upon as unworthy of notice; and, moreover, to accomplish this object, not only without repressing the natural free spirit of childhood, but by making that free spirit the very instrument of his purpose.

In laying before you the development of Froebel's principles of elementary education, I propose to connect with this development a sketch of the personal history of the man. We shall in this way learn to appreciate not only the principles at which he ultimately arrived, but the mental process which led to them.

Froebel was born April 21, 1782, at Oberweissbach, in the principality of Schwarzburg-Rudolstadt. His mother died when he was so young that he never even remembered her; and he was left to the care of an ignorant maid-of-all-work, who simply provided for his bodily wants. His father, who was the laborious pastor of several parishes, seems to have been solely occupied with his duties, and to have given no concern whatever to the development of the child's mind and character beyond that of strictly confining him within doors, lest he should come to harm by straying away. One of his principal amusements, he tells us, consisted in watching from the window some workmen who were repairing the church, and he remembered long afterwards how he earnestly desired to lend a helping hand himself. The instinct of construction, for the exercise of which, in his system, he makes ample provision, was even then stirring within him. As years went on though nothing was done for his education by others, he found opportunities for satisfying some of the longings of his soul, by wandering in the woods, gathering flowers, listening to the birds, or to the wind as it swayed the forest trees, watching the movements of all kinds of animals, and laying up in his mind the various impressions then produced, as a store for future years. He was, in fact, left as much to educate himself through nature as was the Mary Somerville of later times. Not until he was ten, years of age did he receive the slightest regular instruction. He was then sent to school, to an uncle who lived in the neighborhood. This man, a regular driller of the old, time-honored stamp, had not the slightest conception of the inner nature of his pupil, and seems to have taken no pains whatever to discover it. He pronounced the boy to be idle (which, from his point of view, was quite true) and lazy (which certainly was not true)—a boy, in short, that you could do nothing with. And, in fact, the teacher did nothing with his pupil, never once touched the chords of his inner being, or brought out the music they were fitted, under different handling, to produce. Froebel was indeed, at that time, a thoughtful, dreamy child, a very indifferent student of books, cordially hating the formal lessons with which he was crammed, and never so happy as when left alone with his great teacher in the woods. The result was that he left school, after four years, almost as ignorant as when he entered it; carrying with him as the produce of his labor a considerable quantity of chaff, but very little corn. The corn consisted in some elementary notions of mathematics, a subject which interested him throughout his life, and which he brought afterwards to bear on the lessons of the Kindergarten. Circumstances, which had proved so adverse to his development in his school experiences, took a favorable turn in the next step of his life. It was necessary for him to earn his bread, and we next find him a sort of apprentice to a woodman in the great Thuringian forest. Here, as he afterwards tells us, he lived some 6 years in cordial intercourse with nature and mathematics, learning even then, though unconsciously, from the teaching he received, how to teach others. His daily occupation in the midst of trees led him to observe the laws of nature, and to recognize union and unity in apparently contradictory phenomena. Here,

too, he reflected on his previous course of education; and formed very decided opinions on the utter worthlessness of the ordinary school-teaching, as never having reached what was in himself, and, therefore, in his view, failing altogether to be a true culture of the mind and of the man. His life as a forester, which, though certainly not without great influence on his mental character was not to be his final destination, ended when he was about eighteen years of age. He now went to the University of Jena, where he attended lectures on natural history, physics, and mathematics; but, as he tells us, gained little from them. This result was obviously due to the same dreamy speculative tendency of mind which characterized his earlier school-life. Instead of studying hard, he speculated on unity and diversity, on the relation of the whole to the parts, of the parts to the whole, &c., continually striving after the unattainable and neglecting the attainable. The desultory style of life was put an end to by the failure of means to stay at the University. For the next few years he tried various occupations, ever restlessly tossed to and fro by the demands of the outer life, and not less distracted by the consciousness that his powers had not yet found what he calls their "centre of gravity." At last, however, they found it. While engaged in an architect's office at Frankfurt, he formed an acquaintance of the Rector of the Model School, a man named Gruner. Gruner saw the capabilities of Froebel, and detected also his entire want of interest in the work that he was doing; and one day suddenly said to him: "Give up your architect's business; you will do nothing at it. Be a teacher. We want one now in the school; you shall have the place." This was the turning point in Froebel's life. He accepted the engagement began work at once, and tells us that the first time he found himself in the midst of a class of 30 and 40 boys, he felt that he was in the element that he had missed so long—"the fish was in the water." He was inexpressibly happy. This ecstasy of feeling, we may easily imagine, soon subsided. In a calmer mood he severely questioned himself as to the means by which he was to satisfy the demands of his new position. He found the answer, he says, by descending into himself and listening to the teachings of nature respecting life, mind, and being—lessons already theoretically known, for the first time, correlated with practice. "My hitherto peculiar development, self-cultivation, self-teaching," he says, "as well as my observation of nature and of life, now found their proper place." But he keenly felt, at the same time, the effects of desultory manner of study. He was neither instructed in knowledge nor in teaching, but he now resolved to make up for his deficiencies in both respects. About this time he met with some of Pestalozzi's writings, which so deeply impressed him that he determined to go to Yverdon and study Pestalozzism on the spot. He accomplished his purpose, and lived and worked for two years with Pestalozzi. His experience at Yverdon impressed him with the conviction that the science of Education had still to draw out from Pestalozzi's system those fundamental principles which Pestalozzi himself did not comprehend. "And therefore," says Schmidt, "This genial disciple of Pestalozzi supplemented and completed his system by advancing from the point which Pestalozzi had reached through pressure from without to the innermost conception of man, and arriving at the thought of the true development and the condition of the true culture of mankind." Feeling his want of positive knowledge, Froebel spent the next two or three years of his life at the Universities of Gottingen and Berlin. It was now, while he was for the first time earnestly engaged in study, that his views of education gradually gained consistency and form. "Our greatest educators," he says, "even Pestalozzi himself not excepted, appear to me too crudely, empirically, capriciously, and, therefore, unscientifically

to allow themselves to be led away from nature and nature's laws; they do not appear, indeed, to recognize, honor, and cultivate the divinity of science."

JOSEPH PAYNE.

*Geschichte der Pädagogik, IV, 284.

New York City.

Charlier Institute.

We found Prof. Charlier on Monday morning busy with the boys of his Fourth and Fifth classes preparing for declamations to take place in the afternoon. During the year addresses were delivered before the pupils by Dr. John Hall, Dr. Stephen H. Tyng, Jr., Dr. William F. Morgan, Dr. Thomas D. Anderson, Dr. James M. Ludlow, Dr. Samuel Osgood, Hon. W. E. Dodge, Henry Day and Daniel Lord.

Notes at the Board.

Mr. Henry D. Lichtenstein who has filled the post of messenger to the Board of Education for several years to the entire satisfaction of all concerned has been made an assistant clerk with \$100 increase of salary. This will gratify all who know him.

The new code of by-laws place the salaries of the drawing teachers about where they stood before the last change,—it now fixes the price at \$2.25 per hour. The new code of by-laws go into effect at once.

The proposal to pay the special teachers for vacation failed.

Only Commissioner Dowd was absent. This was occasioned by sickness.

An elegant gold watch will be won by Miss — now of the French class in the Normal College. Note the letter of Dr. Kirkwood in the proceedings of the Board.

The Board of Education.

The Commissioners met May 18th. Present—Messrs BAKER, BEARDSLEE Caylus, FULLER GOULDING, HALSTED, KANE, KELLY, KLAMROTH, MATHEWSON, PLACE, TRAUD, VERMILY, WALKER WEST, and WETMORE, WOOD, HAZELTINE, SCHELL, WILKINS.—Absent—Dowd.

The Clerk read the minutes of special meeting, which upon motion were approved.

SPECIAL MEETING OF THE BOARD.

A meeting of nearly all the members was held on Thursday evening, to consider the code of By-Laws proposed by the committee. The session lasted from half past four to eight o'clock. The main features that attracted attention were those referring to the relation of the Superintendent to the evening schools and the payments of the special teachers. Several amendments were made to the report.

REPORT OF CITY SUPERINTENDENT.

The whole number of schools and departments visited and examined is 40; Grammar Schools 5, 15, 17, 21, 29, 30, 36, 37, 37, 43, 54, 57 and 68, and Primary Schools 5, 8, 15, 19, 37, 39, 40 and 42.

Number of classes examined	376
" " " " " " "	excellent 223
" " " " " " "	good 137
" " " " " " "	fair 16
" " " " " " "	indifferent 3
" " " " " " "	with excellent good discipline 369

The general management was excellent in 30 schools.

The number of pupils on register	111,689
" average attendance	101,204
" number refused admission	635

REPORT OF SUPERINTENDENT OF TRUANCY.

No. Cases investigated	916
Cases kept at home by parents	275
" " " " " " "	sickness 147
" " " " " " "	poverty 37
" whose residence could not be found	85
" sent to Reform School	24
Truants returned to school	29

REPORTS.

The Normal College Committee sent in a communication from President Wood saying, that in September last his old friend, Anderson Kirkwood, L. L. D., formerly of the Uni-

versity of Glasgow, visited the Normal College, and was much pleased by what he saw there. And that to evince his estimation of the work done in that Institution, he desired to give a watch to the most proficient student in any study the president should designate; that he had designated French; that Dr. Kirkwood had sent to him thirty pounds, which amounted in currency to \$163.95; that the inscription by Dr. Kirkwood's request was to be "From a friend of Education in Glasgow, in remembrance of his visit to the Normal College, in September, 1875;" that it will be necessary to procure the assent of the Board of Education for its presentation.

The Committee recommended that the said prize be accepted, and that the thanks of the be tendered to Dr. Kirkwood. Adopted.

The Committee on Trustees sent in the resignation of James J. Thompson, a Trustee of the Third Ward.

The Committee on Teachers, reported that the Trustees of the 12th ward had appointed Thomas P. Okie as assistant teacher in G. S. 57, at a salary of \$1,650, and that the same met with their approval.

The Committee on Nominations, recommended Mr. Patrick K. Horgan as Trustee for 17th ward. Vice Owen Murphy resigned.

The Committee on Supplies declined to donate books to Miss Linda Gilbert. Also to put the Dixon Lead Pencils on Supply List.

The Committee on Salaries recommended to increase the salary of the messenger to \$1,000 per year.

The Committee on By-Laws sent in the new By-Laws.

Mr. Klamroth said he wanted to amend them by having all the special teachers be paid one price per hour, viz: \$2.25. Lost.

Also the special teachers of French, German and music be paid proportionately for the vacation. Lost.

Also to restore the City Superintendent to examine the Training School, in conjunction with the President of the Normal College (as in the old manual.) Lost.

The report was then adopted. Vermilye Traud and Klamroth voting in the negative.

Mr. Halsted sent in a resolution that the by-laws should not effect the salaries made since Jan., 1876, until Jan. 1877. Adopted.

A resolution was adopted to print 2,500 copies.

COMMUNICATIONS.

From 22d Ward for a new piano; also for janitor's salary; also for \$9,343 for furniture; from 18th for new piano; from 12th relative to contract for furniture for G. S. 37, also for repairs; from the 7th for salary of Janitor of G. S. 44 to P. S. No. 11, from various Wards for repairs, and to excuse absences.

From Prof. G. F. Bristow asking for leave of absence; from Miss Irene Moore, P. D. G. S. No. 44 appealing from action of Trustees—complaining against non promotion where an opportunity occurred; from Prof. G. P. Rexford relative to the salaries of special teachers; from G. P. Hawes resigning as Trustee in 12 Ward; from J. C. Bates relative to ventilating the school buildings; from C. F. Jackson do.; from Biglow and Maine to have the "CENTENNIAL SCHOOL SINGER" on the list of supplies; from John Van Everen for services as Drawing teacher.

THE CENTENNIAL SINGER, by Mr. Oland Bourne and George H. Curtis, was put on the list of supplies, and will doubtless find many friends among the teachers.

Dixon's lead pencils were also added, and, we may add, are excellent pencils.

Pen and Ink Sketches in the Board of Education.

By SHELDON.

PRESIDENT WOOD.

"Venerable in appearance and utterance," epigrammatically, is a description of President Wood. Few men, without large experience as public speakers, can speak so interestingly, appositely and soundly in relation to any subject that may be unexpectedly subjected to the decision of the Board of Education as President Wood. In every address he evinces substantial classical information, proving that, though fortunately exempted through the possession of ample means from daily exertions, he is not unfamiliar with the odor of a student's lamp. Anecdotes, rosy with bonhomie, fatherly affection or patriotism

enrich the President's addresses, making them, in combination with sterling good-sense, absorbing and effective. Probably no Commissioner of Education has every produced more desirable effect through individual influence. President Wood's personal force in debate before his elevation to the presidency was ever courteously exerted. He preferred uniformly humor to satire, knowing that most men may be laughed into when they cannot be stung into a course. The presiding of President Wood is also distinguished by courtesy. His rulings, though clear and firm, are enunciated so as to convince without paining. Even when they are questioned, and they rarely are, he refers the questioning to the Board as a gentleman to gentlemen. But once thus far in his term, and then in connection with an insignificant section of the by-laws, was upon appeal unfavorable to President Wood. His conduct of business is intelligent, watchful and expeditious. The routine matters are propounded to the Board briefly and fully. Certainly the citizens of New York are fortunate in having the control of the education of their children mainly in the hands of President William Wood.

At the opening on Tuesday morning last, the Hon. William Wood, Pres. of the Board of Education, met by appointment, Miss Aspinwall and Commissioner J. Grenville Kane at Miss Wright's school. The latter brought his incomparable dog, (a Siberian greyhound) to show to the children. After the party, and dog, had been introduced to the little ones, Commissioner Kane made a few remarks upon the sagacity, intelligence and affection of dogs in general—and as particularly instanced in the noble specimen before them. The anecdotes about dogs made a good and fast impression upon the little ones. Not often, in our experience, have we known such a novel, practical, entertaining and instructive object lesson—as that of yesterday.—(In the above case, it was no misnomer.) The fine, obedient, affectionate animal, spoke for his master, carried a satchel, at command, gave his paw, an immense one, etc., to the wild delight of the pupils. Not often do any of us start out with the generous intention of affording mere pleasure, and get such a rich return of good and happy effects, as did the party of yesterday. The suggestion was Mr. Wood's—its perfected fulfilment, is gladly recorded.

It persons of both sexes would pay more attention to the care of the mind, our lunatic asylums would be less full than they are now, and the health of the body would be much better preserved; for, as Schiller truly says, mental pleasure is invariably attended by animal pleasure, mental pain by animal pain. It is too much the custom for people to live in one narrow groove of thought and action. They consequently have no interest or sympathy for matters outside their little world, and having one support to lean on they become utterly demoralized when it fails them. A change of occupation is as desirable and beneficial for the mind as walking is exercise for the body.

Miss Warren's School for Boys.

723 SIXTH AVENUE.

OPPOSITE RESERVOIR PARK.

THIS is a school that devotes unusual attention to teaching the elementary school studies. When we entered, a class was before the Principal, Miss Warren, reciting in spelling. On examining the books the words were found in a good hand, written with pencil. The pupils are required to look up and write out a definition for each word, and finally to compose a sentence in which the word is to be correctly used. It was apparent in seeing the method employed in this class that the pupils are required to do their

work with accuracy and minute attention to detail, an account being kept of every mistake. In reading the boy took special care to read accurately as the perfect ones "went up" in the class, and "the head" was a coveted place. The reading was distinct and the utterance clear. In this class the INDEPENDENT FIFTH READER was used.

OTHER CLASSES.

While listening to these classes we had scarcely noted that three other teachers were also conducting recitations—one in each angle of the spacious room. But these did not appear in any way to interfere with each other, one of these was a reading class using Anderson's Historical Reader, There were especial pains taken to pronounce well, to lay a just emphasis, and to proceed at a proper rate. The Primary pupils used the National First and Second Readers and had evidently made good progress, as to several, this is their first school year.

IN ARITHMETIC.

The principal has a bright class in mental Arithmetic that analyzed examples with much readiness; this branch is thoroughly taught and it is a study which is plainly congenial to her. In this class the pupils won places according to the perfection of their recitation. In another class pupils solved examples in interest, partial payments and alligation and with great promptness and pleasure. There is a class in Algebra also. It is apparent that the Principal appreciates the "mathematical drill" of the public schools and knows how to employ it with success. Upon inquiry we found that she had had a successful experience in the public schools. One patron says that "I find the drill in Arithmetic as good as given in any public school."

ORDER.

As it is supposed that in private schools a semi-chaos prevails, it will be just to say that the order here was excellent. The boys came and went without confusion, they sat in easy yet upright attitudes; they gave close attention to their teachers. In all this a kind and genial spirit was manifested, and it was a copy evidently reigning of that among the teachers. "As is the teacher so is the school" is a motto whose truth is evidenced in every school-room. Earnestness, kindness, and courtesy seen in the teacher become traits in the pupil. Of this, parents should be more aware than they seem to be. Children cannot reside five or six hours with a person with out resembling them.

IN WRITING AND DRAWING.

The attention given to writing (Spencerian system being followed) was apparent in the books inspected, neat penmanship, no blots, anywhere visible and a just shape to the letters. Every pupil pursues the study of drawing, and we saw some very creditable specimens of work.

MISCELLANEOUS.

The pupils do much work with the pen; they write themes, they spell mostly from dictation. In Geography they have matches, they choose sides and ask questions. They have lectures on objects; at present the minerals are discussed, gold, silver etc., a specimen of ore is shown, where found and how extracted etc., described, then the uses in the arts, in plating etc. These qualities are discussed by each pupil such as ductility, opacity, etc. There are a few pupils in Latin, and it was apparent that a most competent instructor had them well in hand. The class in French was composed of young lads who took pleasureable interest in the exercise—the subject Napoleon the Great. Good ventilation prevails, the room is large and airy. The vicinity to the park is of no small advantage in the point of health and pleasure.

A Look at Our Public Schools.

Visiting a few of the public schools in the different towns of our Western states, and becoming acquainted with their several fea-

tures, a few of the defects in our educational system impressed themselves upon our attention. We paid special heed to the primary departments, these nurseries of the nation, for within their cloistered walls lies its future greatness. The general public pay too little attention to these interests. Dareful about many things, stocks, banks, the price of gold, these bullionists neglect, fearfully, the mental and moral training of American youth. True, our schools have risen to a fair degree of eminence. Our best educators, with Titanic strength, have urged onward our educational work, so that we have attained good results. But do we rank with other nations in the attainment of school excellence and educational standards? Does not Germany stand above us head and shoulders? Her universities, her gymnasia—Berlin with its ninety-eight professors, ordinary; its seventy-seven professors, extraordinary.—Tübingen, Heidelberg, Leipzig, of world wide fame!

Have we a Pestalozzi, father of the children, delight, and parent of "object teaching," in all its multifarious complexity? A Froebel to carry our kindergarten to the *Ultima Thule* of perfection. Why not? Because we are so immersed in our money getting, our bank stocks and legal tender, that we pay very little attention to this subject. A teacher is engaged at so many dollars a week, and the children placed under her care. It is supposed that she is equal to her task, that she will perform her duty faithfully—but do they know? Do their footsteps ever wander over that worn threshold where the weary teacher daily repeats "two times two are four," and bath said *c-a-t* cat, *b-a-t* bat, a number of times, approximating the conical circumference prolonged into infinity?

Visiting the school is considered by most people a bore. Society shrugs its shoulders at the mere mention of a call at a place where the children spend a greater share of the time, and for a school teacher to introduce a school topic amidst the *entrees* of the polite world is considered a breach of good taste. Why should not a parent care for the mental, moral, and physical training of its offspring—the pivot on which turns his whole after life? Why this indifference upon such a subject? We have reached many times for its hidden causes, and yet can scarcely tell where rests its germ. We only know it to be a well established fact, and one sown broadcast over our land. Could Broadway, Wall street, Fifth avenue, but be brought to feel that teaching is a polite profession, and a school ma'am something more than a pedagogical unit, and to visit schools as fashionable as pricing laces at Stewarts, or dosing Jerusha Matilda's lap-dog with cat nip tea.

Again, our primary schools are far below our high schools, in system, methods of teaching, culture and education of teachers. During our visits and observation, we were particularly impressed by the exceeding disparity of culture between primary and high school instructors.

It seemed almost anomalous that so pronounced should be the change in different grades in the same school, and yet to any person of a common amount of world knowledge, it is an evident forecast at first glance. If we enter any of the general high schools of our state, and observe their various workings, their educational forces, we find as teachers, persons of highest refinement and cultivation; but look into the lower departments of the same building, and young girls present themselves with scarcely a perceptible shade of culture expressed in either dress, look, or manner. "Any one can teach children" is the generally expressed opinion of our school committees, and hence comes the employment of those girls, unfitted for their position in every respect. Is not the instruction of the little child as responsible a task as that of the young lady or gentleman? With one, the habits are formed, the other, habit, taste, inclination, character, disposition, all

are in the embryonic stage, in the process of distillation, ready for the skillful hand and discerning mind to mould and change, to gather up the beautiful threads with tender hand, and train them for that higher and more beautiful life, only which is the emblem of the Creator, yet so many times warped and twisted by unskillful fingers, that we lose all sight of that first great image, our Father's soul, after which we were fashioned, in the verisimilitude of the wonderful likeness.

SARAH C. STEHLING.

Education in England.

Certain doubts as to compelling every one to receive what is called an "education" have lately spread far and wide among the people, and the extravagance and tyranny of the school boards wherever they have been established have done much to check the zeal of those who once indulged in the delusion that if every child in the kingdom were only taught the three R's, vice, crime and pauperism would disappear. At the bottom of the present change of feeling concerning education is perhaps to be found the revived faith in the maxim that the father of a child and not the state is the proper guardian. Combined with this is the growing opinion that "education" is not, in itself, a blessing, and that all depends upon what sort of an education it is. Mr. Bright, laid it down that the state should be satisfied if it could be certain that every child was taught, first, to read with fluency and understanding; second, to write so that what he writes may be read; third, to keep an account of his earnings, expenditures and pecuniary transactions.

There is one stubborn fact which certainly is worthy of some consideration by the enthusiastic advocates of universal education and it may thus be stated: There never was a time when what is called "education" was so general as it now is, and there never was a time when wickedness was so general as it now is. The wickedness, also, is just of that which education of the school school-board makes easy. It is the wickedness of people who have been taught just enough to make them discontented, impatient of poverty, unwilling to follow the old and safe paths, eager to accomplish in an hour, by a trick or a fraud, what their fathers would have been glad to achieve by years of self-denying toil. However, it need not be supposed that any retrograde steps in the matter of education in England are to be attempted. But it is the intention of the present Government to put a break on the engine and to do what is to check the somewhat arrogant demands of the secularists. The school boards for the last two years have been acting as if it were their mission to crush out the denominational and private schools, and to set up a system of state institutions into which every child must be driven. This attempt to place the abstraction call "the state" in the domain hitherto held by the parent and by the church is to be resisted, and the denominational and private schools are to be encouraged instead of being threatened with extinction.

Ecole Normale Francaise.

This is the title of a school to be opened at Plymouth, N. H., on the 18th of July. Prof. Soveur has dared to break away from the method of the multitude, and teach a language as the mother does. His plan may be styled the natural method. It is one adopted by the uneducated foreigner so successfully when he comes upon our shores. He describes his method in his "Introduction to the teaching of Living Languages."

I raise quickly my finger before you, and show it to you. Do you not understand, whatever your language may be, that that means *there is the finger*? And if I point my extended forefinger towards the table or the table or the door, do you not understand what I say, *there is the table; there is the door*?

And if, on showing you the finger, I say in my French language, *Voila le doigt*, do you not understand that the French pronounce these words to indicate that thing? There is my dictionary commenced, and now you understand me instantly, if I continue by saying to you, *there is the fore-finger; there is the book*, etc. Then I count my ten fingers, and you count with me, always in French. We find ten fingers on our hands, and immediately I show them to you; and, drawing an inference from our numeration, I turn my forefinger towards myself, pronouncing these words, *I have ten fingers*; and I add instantly pointing my finger towards you, *you have ten fingers*. "de" "e". Immediately I commence to make you speak, by asking you how many fingers you have, and you answer, *I have ten fingers*. To a second question, *how many fingers have I?* You answer me, *you have ten fingers*. From this time the dialogue advances without ceasing again.

From this it will be seen that Prof. Soveur is a genuine teacher. He uses no text books; he imposes no tasks; he requires only that his pupils shall be present, shall miss no lesson, drop no link in the chain that lead them so easily and pleasantly from ignorance to complete mastery of the French language. If the pupil is present, that is enough; he, as teacher, will insure attention, interest, spirit, and steady improvement. He proposes in the Autumn to visit New York; a field that needs just such a man.

Amendment to the Constitution.

The Legislature passed the following bill:

Concurrent resolution, proposing an amendment to the Constitution in Relation to the Schools.

Resolved (if the Senate concur), That article IX, of the Constitution be amended by the addition of the following sections:

SEC. 2. Free common schools shall be maintained throughout the State forever. The Legislature shall provide for the instruction in the branches of elementary education in such schools, of all persons in the State, between the ages of 5 and 21 years, for the period of at least 28 weeks in each year.

SEC. 3. Neither the money, property, or credit of the State, nor of any county, city, town village or school district shall be given or loaned, or leased, or be otherwise applied, to the support or in aid of any school or instruction under the control or in charge of any church, sect, denomination or religious society; nor to or in aid of any school in which instruction is given peculiar to any church, creed, sect, or denomination, or to or in aid of any such instruction; nor to or in aid of any school or instruction not wholly under the control and supervision, and in charge of the public school authorities.

This section shall not prohibit the Legislature from making such provision for the education of the blind, the deaf and dumb, and juvenile delinquents as it may deem proper, except in institutions in which instruction is given peculiar to any church, creed, sect, denomination or religious society, nor shall it apply to or affect the Cornell University endowment fund, hitherto pledged and appropriated.

Resolved (if the Senate concur), That the foregoing amendment be referred to the Legislature to be chosen at the next general election of Senators, and that in conformity with Section 1 of Article XIII, of the Constitution, it be published for three months previous to the time of such election.

An Education Map of Connecticut.

THE education map of Connecticut designed by Secretary Northrop, of the State Board of Education, for the Centennial Exhibition, and executed by Professor F. R. Honey, of the Yale Sheffield Scientific School, of New Haven, is an admirable conception, showing at a glance the distribution of schools, colleges and churches throughout the state. The district schools are represented by a small red circle, graded by a red square, and high schools by an oblong, also red. Academies are denoted by a blue oblong, private schools by a blue circle and colleges by a plain oblong crossed at each end. Churches of all denominations are represented by a plain Greek cross. Town and county lines are drawn, thus enabling the observer to detect without trouble

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WONDER CAMERA.

We have one of E. I. Horseman's Wonder Cameras for sale. Warranted in perfect order, as good as new. Will show a common carte de visite, watch, etc. Fitted with powerful oil lamp, folding oil paper screen, 3x5 feet. Just the thing for a school. Will be sold cheap.

the relative proportion of educational facilities in different sections of the state. It is a noticeable fact that no part of the United States, unless Rhode Island, which is densely populated, may be an exception, has so many schools and churches in proportion to the area of territory as Connecticut. The state also leads European countries in this respect, Holland alone being an exception. The schools of Massachusetts, while in some respects superior to those of Connecticut, are far less accessible to children, especially of tender years. Even in the most unfavorable districts in the state the schools are easily reached, and no reason can be urged on this score for not attending them. Mr. Northrop's map forcibly illustrates this and other points, and will form a noticeable feature in the Connecticut school department at the Centennial Exhibition. It will be sent to Philadelphia immediately.

With the progress of "hard times" comes retrenchment, and this has reached many a teacher's salary. Read in respect thereto the following:

"There may possibly be some instructors who receive too much, and it is equally possible there may be some who, even now, receive too little. Because a man with a family can live on less than \$3,500 per year, it does not necessarily follow that a woman, without a family, can live on less than \$300: Indeed, the committee may find on examination, that is most needed in this matter is an equalization of salaries. We pay women as women, and not as teachers, and having once established a system of injustice, are willing to perpetuate it under the plea of economy. If there is to be a cutting down in salaries, let it be where it will be felt the least, and let it not be said to our shame, that we save a few dollars, which will never be seen in our tax bills, at the expense of the women."

Newark Advertiser.

SENATOR HAMLIN.—"A Detroit seed firm recently moved six and a half sacks of its catalogues to Windsor, Ontario, and there mailed them to persons in the United States, saving \$3,170 by the transaction. The charge for what is known as 'third-class mailing matter' in the United States is four times as much as is charged for the same class in Canada. The above named Senator is mainly the originator of this mess."

Publisher's Department.

Since the invention of the Elastic Truss Co. 688 Broadway, nobody with tender conscience would sell metal trusses much sooner than he would steal the lead off a blind negro's cane.

A Corset approved by physicians is a novelty: such is Dr. Warner's Sanitary Corset and Skirt Supporter. Warner Bros. 763 Broadway, N. Y.

TASTELESS MEDICINES. Castor oil and many other nauseous medicines, can be taken easily and safely in Dundas Dick & Co.'s Soft Capsules. No Taste; no smell. Sold by your druggist. Ask him for our little book.

If there is one thing behind the age more than another, it is the privy system. Except in a few of the larger cities where water closets are used, there has been no improvement since the earliest civilization which compares at all with that suggested in the circular of the Wakefield Earth Closet Company of 36 Dey street, New York.

THE ABBOTT POCKET MICROSCOPE.

We desire particularly to call the attention of our readers to the ABBOTT MICROSCOPE the advertisement of which will be found in another column. It is an instrument of great practical value to all students or teachers of Botany or mineralogy as with it one can examine satisfactorily flowers, plants, minerals etc., thus increasing greatly the pleasure and profit to be derived from the above studies. Its low price of \$1.50 places it within the reach of all. It will be sent post paid by the AMERICAN PHOTOGRAPH Co. of Brooklyn, N. Y. on receipt of price. See advertisement.

CONSUMPTION.

the scourge of the human family, may in its early stages be promptly arrested and permanently cured.

RAVENSWOOD, W. Va.

Dr. R. V. PIERCE, Buffalo, N. Y.

Sir—For the last year I have been using your Golden Medical Discovery. I owe my life to it, having been afflicted for years. Did not use it but a short time before I was benefited; at that time I was very bad, not able to sit up much, was suffering greatly with my throat, was getting blind, had a dry cough, and much pain in my lungs. I have used twelve bottles of the Discovery and am almost well.

KATE T. WARDNER.

A son of Mr. J. H. Meseck, of Chatham, Four Corner, N. Y., has been cured of Consumption by Dr. Pierce's Golden Medical Discovery,—so says Mr. C. B. Canfield, editor of the Chatham Courier.

S. R. Eggler, druggist, of West Union, O., writes to state Dr. Pierce's Golden Medical Discovery has effected a wonderful cure of Consumption in his neighborhood.

The King of Burmah has ordered the courts and public offices to be closed for forty days, during which time the ceremony of boring holes in the ears of the Princesses will be performed.

It is estimated that there are now 240,000 Angora goats on the Pacific coast, and quite an industry is anticipated in breeding them, as their skins make excellent lap-ropes and gloves, while their wool is very precious.

At Yen-ping, China, placards inciting the populace against foreigners are posted on the walls of the city, and flags bearing the inscription, "expel and destroy the foreign barbarians," are flying in prominent localities.

Because a man in Portland, Oregon, deemed it necessary for the preservation of his authority at home to flog his wife, all the women in the vicinity met in council, passed resolutions, and then going to his house, whaled him until he became insensible.

A Southern paper says that when the revenue detectives of Mobile boarded a steamer direct from Cuba the other day, the Captain invited them below to dine, and while he was saying a very lengthy grace, the crew put ashore a lot of smuggled cigars.

Trained petticoats are said to be coming into fashion this season. We never saw one, but presume they will be trained to pick up apple cores and cigar stumps off the sidewalk, and to hang over the back of a chair at night. It does not seem as if you could train a petticoat to climb a tree, still one may be made to put on a good many frills.

Fond mother (to old gentleman to whom her son is apprenticed) "I am sorry to say sir, that Harry won't be able to come to work for some little time. The doctor says that he has got brain fever." Old gentleman—"Then the doctor is a—fool, madam, for the boy hasn't got any more brains than—than a donkey, ma'am."

Young Grogerson got a little mixed after supper at the Centennial party the other evening, and was heard to remark to a brother swell: "Zis Cillydolphia Penitential's big thing, but they ought to Bell old Shootnap fore it comes off; s, Andrew Jackson said 'f any man flags' down the American hauls, spot him on the shoot."

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SHEPARD HOMANS, Vice-Pres't and Actuary.

Golden Hill Seminary.

For Young Ladies. 1

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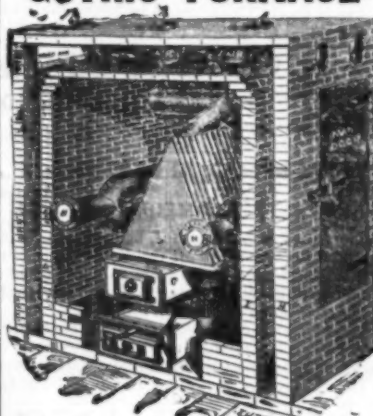
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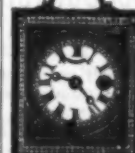
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From *Punch*.—Scene on an English railway train.—No. 1. "Rather remarkable, ain't it sir? But 'ave you hever noticed as mostly all the places on this line begins with a 'H'?" No. 2. "Aw—'beg your pardon." No. 1. "Look at 'em. 'Ampstead, 'Ighgate, 'Ackney, 'Omerton, 'Eadon, 'Arrow, 'Olloway and 'Ornsey."

The growing superfluity of Brigadiers in the army recalls what O'Connell said to a British officer when he was being cross-examined. "Well, soldier," said the Irish barrister. "I am no soldier; I am an officer," was the indignant interruption of the irate Briton. "Well," said O'Connell; "well, officer, who is no soldier—"

An exchange remarks that "one drawback to having money is that everybody wants to know what you are going to do with it." We have observed this ourselves; they usually want to know about the first of the month, and have an unpleasant way of coming round and sitting on your front steps mornings if you don't tell them.

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A valuable block of marble, polished and carved, was on a car in Rutland, Vt. ready for shipment to Philadelphia for the exhibition, when somebody ruined it by defacing it. A written warning to the company to employ more men at better wages was left by the miscreants.

Miss Mollie Stockton of Winnemucca, Nevada, has published a card in the local paper of that place explaining why she "whaled" her schoolmaster. "Although I am only fifteen years of age," writes the young woman, "I am well aware that the poor female is too often trampled down without just cause."



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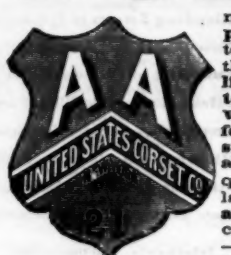
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